



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 12161558
SAU: MSAD 22
School: Hampden Academy

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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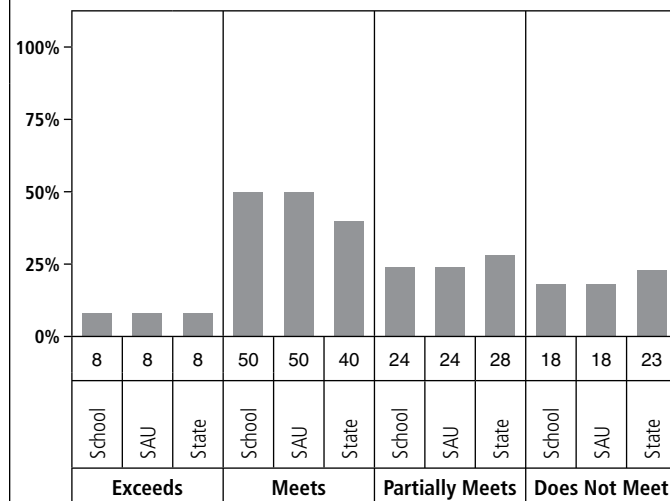
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

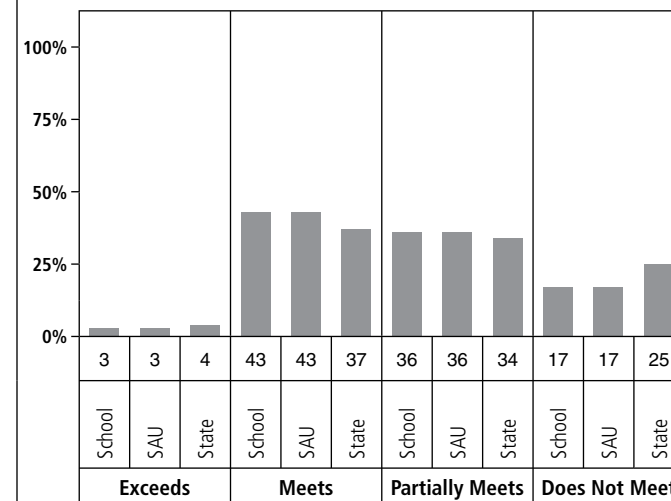
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1143 1144	1143 1144	1141 1141
Mathematics 2006–2007 2007–2008	1143 1142	1143 1142	1140 1141
Writing 2006–2007 2007–2008	1143 1143	1143 1143	1141 1140
Science 2007–2008	1145	1145	1141

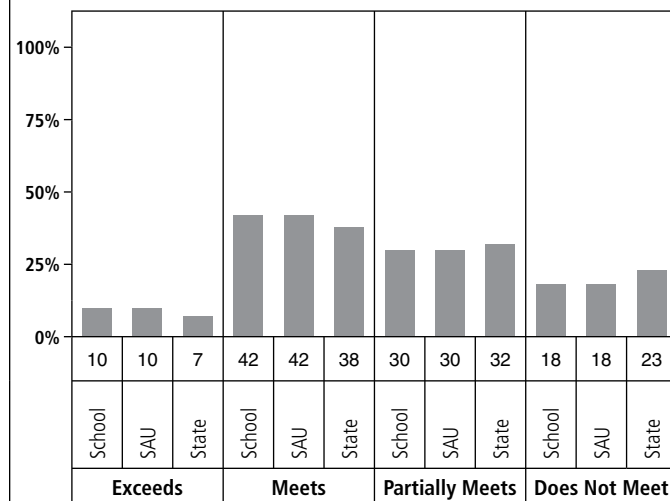
CRITICAL READING



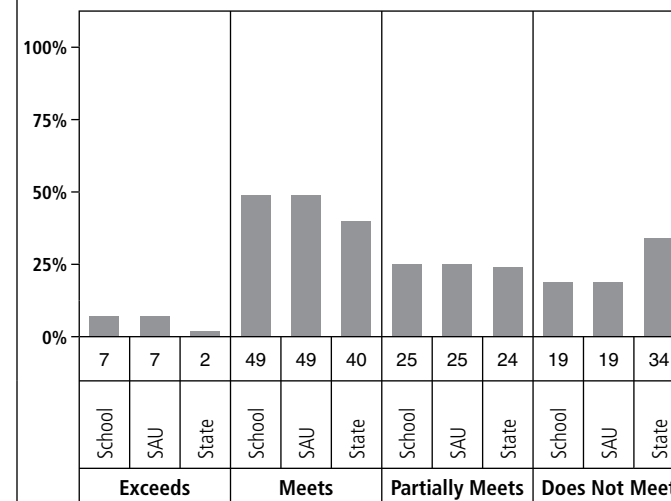
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	178	100	178	100	15604	100	171	97	171	97	14875	96	173	98	173	98	15165	97	171	97	171	97	14869	96	172	97	172	97	14961	96
Ethnicity African American/Black	1	1	1	1	305	2	1	100	1	100	261	86	1	100	1	100	286	95	1	100	1	100	260	86	1	100	1	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	0	0	0	0	215	1	0	0	0	0	194	90	0	0	0	0	202	94	0	0	0	0	194	90	0	0	0	0	200	93
Hispanic	0	0	0	0	140	1	0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
Caucasian/White	177	99	177	99	14841	95	170	97	170	97	14207	96	172	98	172	98	14457	98	170	97	170	97	14202	96	171	97	171	97	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	27	15	27	15	2247	14	25	96	25	96	2065	93	25	96	25	96	2138	96	25	96	25	96	2060	92	24	89	24	89	2081	93
Current LEP	3	2	3	2	648	4	2	67	2	67	508	79	2	67	2	67	564	87	2	67	2	67	507	78	2	67	2	67	534	83
Economically disadvantaged	21	12	21	12	4028	26	19	90	19	90	3682	92	21	100	21	100	3831	95	19	90	19	90	3679	92	20	95	20	95	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	150	84	150	84	13042	84	152	85	152	85	13332	85	150	84	150	84	13042	84	151	85	151	85	13192	85
Identified disability (PET/IEP)	6	4	6	4	739	6	6	4	6	4	810	6	6	4	6	4	739	6	5	3	5	3	791	6
LEP	2	1	2	1	399	3	2	1	2	1	456	3	2	1	2	1	399	3	2	1	2	1	436	3
504 plan	8	5	8	5	196	2	9	6	9	6	204	2	8	5	8	5	196	2	9	6	9	6	201	2
Participation with accommodations	21	12	21	12	1623	10	21	12	21	12	1624	10	21	12	21	12	1625	10	21	12	21	12	1567	10
Identified disability (PET/IEP)	19	90	19	90	1117	69	19	90	19	90	1119	69	19	90	19	90	1119	69	19	90	19	90	1088	69
LEP	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	93	6	0	0	0	0	83	5
504 plan	1	5	1	5	58	4	1	5	1	5	58	4	1	5	1	5	58	4	1	5	1	5	55	4
Other	1	5	1	5	367	23	1	5	1	5	366	23	1	5	1	5	367	23	1	5	1	5	353	23
Participation through alternate assessment (PAAP)	0	0	0	0	209	1	0	0	0	0	209	1	0	0	0	0	202	1	0	0	0	0	202	1
Identified disability (PET/IEP)	0	0	0	0	209	100	0	0	0	0	209	100	0	0	0	0	202	100	0	0	0	0	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	1	1	1	1	36	0	1	1	1	1	40	0	1	1	1	1	36	0	0	0	0	0	38	0
Non-participation – other	6	3	6	3	693	4	4	2	4	2	399	3	6	3	6	3	699	4	6	3	6	3	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	21	11	21	11	1079	7
	2006-2007	16	9	16	9	1168	8
	2007-2008	13	8	13	8	1184	8
	Cum. Total*	50	9	50	9	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	97	51	97	51	5697	38
	2006-2007	80	45	80	45	5714	38
	2007-2008	86	50	86	50	5885	40
	Cum. Total*	263	49	263	49	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	48	25	48	25	4772	32
	2006-2007	58	33	58	33	4728	31
	2007-2008	41	24	41	24	4093	28
	Cum. Total*	147	27	147	27	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	23	12	24	13	3595	24
	2006-2007	24	13	24	13	3444	23
	2007-2008	31	18	31	18	3417	23
	Cum. Total*	78	14	79	15	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	171	13	8	86	50	41	24	31	18	1144	171	8	50	24	18	1144	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	1										1						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	0										0						192	4	35	30	31	1138
Hispanic	0										0						115	5	32	26	37	1136
Caucasian/White	170	13	8	86	51	41	24	30	18	1144	170	8	51	24	18	1144	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	6	24	9	36	10	40	1134	25	0	24	36	40	1134	1823	1	9	24	65	1126
No	146	13	9	80	55	32	22	21	14	1145	146	9	55	22	14	1145	12756	9	45	29	17	1143
Current LEP																						
Yes	2										2						488	3	22	24	52	1132
No	169	13	8	86	51	40	24	30	18	1144	169	8	51	24	18	1144	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	19	1	5	9	47	7	37	2	11	1142	19	5	47	37	11	1142	3545	3	28	30	39	1134
No	152	12	8	77	51	34	22	29	19	1144	152	8	51	22	19	1144	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	171	13	8	86	50	41	24	31	18	1144	171	8	50	24	18	1144	14574	8	40	28	23	1141
Gender																						
Female	90	10	11	43	48	23	26	14	16	1145	90	11	48	26	16	1145	7237	8	42	30	19	1142
Male	81	3	4	43	53	18	22	17	21	1142	81	4	53	22	21	1142	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	171	13	8	86	50	41	24	31	18	1144	171	8	50	24	18	1144	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	171	13	8	86	50	41	24	31	18	1144	171	8	50	24	18	1144	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	8 6	4 3	8 6	4 3	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	85 75	47 43	85 75	47 43	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	54 63	30 36	54 63	30 36	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	34 29	19 17	34 29	19 17	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	173	6	3	75	43	63	36	29	17	1142	173	3	43	36	17	1142	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	1										1						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	0										0						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	172	6	3	75	44	63	37	28	16	1142	172	3	44	37	16	1142	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	5	20	7	28	13	52	1132	25	0	20	28	52	1132	1896	0	8	22	70	1130
No	148	6	4	70	47	56	38	16	11	1144	148	4	47	38	11	1144	12974	5	41	36	18	1142
Current LEP																						
Yes	2										2						545	3	16	28	53	1135
No	171	6	4	74	43	63	37	28	16	1142	171	4	43	37	16	1142	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	21	0	0	4	19	12	57	5	24	1138	21	0	19	57	24	1138	3695	1	22	37	40	1136
No	152	6	4	71	47	51	34	24	16	1143	152	4	47	34	16	1143	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	173	6	3	75	43	63	36	29	17	1142	173	3	43	36	17	1142	14865	4	37	34	25	1141
Gender																						
Female	91	0	0	43	47	32	35	16	18	1142	91	0	47	35	18	1142	7362	3	36	36	24	1140
Male	82	6	7	32	39	31	38	13	16	1143	82	7	39	38	16	1143	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	173	6	3	75	43	63	36	29	17	1142	173	3	43	36	17	1142	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	173	6	3	75	43	63	36	29	17	1142	173	3	43	36	17	1142	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	14	7	14	7	952	6
	2006-2007	13	7	13	7	937	6
	2007-2008	17	10	17	10	962	7
	Cum. Total*	44	8	44	8	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	100	53	100	53	6055	40
	2006-2007	83	47	83	47	6167	41
	2007-2008	71	42	71	42	5564	38
	Cum. Total*	254	47	254	47	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	53	28	53	28	4916	32
	2006-2007	54	30	54	30	4723	31
	2007-2008	52	30	52	30	4679	32
	Cum. Total*	159	30	159	29	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	22	12	23	12	3221	21
	2006-2007	28	16	28	16	3227	21
	2007-2008	31	18	31	18	3376	23
	Cum. Total*	81	15	82	15	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	171	17	10	71	42	52	30	31	18	1143	171	10	42	30	18	1143	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	1										1						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	0										0						192	6	30	34	30	1137
Hispanic	0										0						115	2	30	36	33	1136
Caucasian/White	170	17	10	71	42	52	31	30	18	1143	170	10	42	31	18	1143	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	25	0	0	4	16	8	32	13	52	1131	25	0	16	32	52	1131	1825	1	7	23	69	1125
No	146	17	12	67	46	44	30	18	12	1145	146	12	46	30	12	1145	12756	7	43	33	17	1142
Current LEP																						
Yes	2										2						488	3	19	29	49	1131
No	169	17	10	70	41	52	31	30	18	1143	169	10	41	31	18	1143	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	19	0	0	7	37	8	42	4	21	1138	19	0	37	42	21	1138	3546	2	25	35	38	1134
No	152	17	11	64	42	44	29	27	18	1143	152	11	42	29	18	1143	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	171	17	10	71	42	52	30	31	18	1143	171	10	42	30	18	1143	14576	7	38	32	23	1140
Gender																						
Female	90	13	14	41	46	26	29	10	11	1146	90	14	46	29	11	1146	7239	8	43	33	17	1142
Male	81	4	5	30	37	26	32	21	26	1139	81	5	37	32	26	1139	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	171	17	10	71	42	52	30	31	18	1143	171	10	42	30	18	1143	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	171	17	10	71	42	52	30	31	18	1143	171	10	42	30	18	1143	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	12	7	12	7	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	85	49	85	49	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	43	25	43	25	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	32	19	32	19	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	8.16	54.4	8.16	54.4	6.41	42.7
Cluster 2: Physical Sciences	14	25	7.64	54.6	7.64	54.6	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	6.15	43.9	6.15	43.9	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.82	60.2	7.82	60.2	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 22
School: Hampden Academy

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	172	12	7	85	49	43	25	32	19	1145	172	7	49	25	19	1145	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	1										1						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	0										0						199	3	36	25	36	1140
Hispanic	0										0						118	1	26	19	54	1136
Caucasian/White	171	12	7	85	50	43	25	31	18	1145	171	7	50	25	18	1145	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	5	21	8	33	11	46	1137	24	0	21	33	46	1137	1879	0	11	17	72	1133
No	148	12	8	80	54	35	24	21	14	1147	148	8	54	24	14	1147	12880	2	44	25	28	1142
Current LEP																						
Yes	2										2						519	1	18	19	62	1134
No	170	12	7	84	49	43	25	31	18	1145	170	7	49	25	18	1145	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	20	0	0	12	60	6	30	2	10	1144	20	0	60	30	10	1144	3651	1	26	24	49	1137
No	152	12	8	73	48	37	24	30	20	1145	152	8	48	24	20	1145	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	172	12	7	85	49	43	25	32	19	1145	172	7	49	25	19	1145	14754	2	40	24	34	1141
Gender																						
Female	91	6	7	44	48	25	27	16	18	1145	91	7	48	27	18	1145	7277	1	37	26	36	1140
Male	81	6	7	41	51	18	22	16	20	1145	81	7	51	22	20	1145	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	172	12	7	85	49	43	25	32	19	1145	172	7	49	25	19	1145	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	172	12	7	85	49	43	25	32	19	1145	172	7	49	25	19	1145	14463	2	39	24	34	1140